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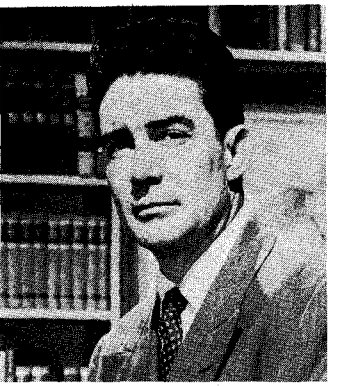

DAN SMOOT

NATIONALIZING EDUCATION

On January 12, 1965, President Lyndon B. Johnson asked Congress for a "bold new education program" which would "thrust the federal government into education from preschool through college levels," pouring out billions of federal tax dollars not only to public schools but also to private and church educational institutions.[1]

To obtain federal tax money under President Johnson's proposed legislation, local authorities must make plans to conform with federal requirements, then submit their requests to State offices of education. If State authorities approve, plans will be submitted to federal officials. If they approve, grants will be made to the States, relayed to local districts. This is an evasion to avoid the controversial question of granting federal tax money to private or church schools: actual grants will be made by State officials.

Administration sources were quoted as saying:

"Control of education, choice of textbooks, and planning of the program is left strictly to state and local authorities."[1]

This is worse than evasion. It is outright falsehood. No school district can get federal funds (even by the indirect route of going through State authorities) unless it complies with all requirements of the Civil Rights Act of 1964 about non-discrimination—and with all other federal requirements about uniform standards, minimum wages, and so on.[1]

Granting federal money means *imposing federal controls.* It is the government's responsibility to supervise the expenditure of federal tax money. When it does not tightly control the expenditure of every tax dollar dispersed, the federal government is grossly negligent in the handling of public funds.

Unnamed administration sources say that present federal spending on education totals 6 billion, 300 million dollars a year, and that the President's proposals will increase this to 8 billion, 600 million dollars annually.[2] Anthony J. Celebrezze (Secretary of Health, Education, and Welfare) says the President's new program "will double federal spending on education."[3]

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Already, a bewildering number of federal-aid-to-education programs exist. The federal government still gives aid for vocational education under the Smith-Hughes Act of 1917. The National School Lunch Program (established in 1946) continues. The Landrum Act of 1940 provided federal funds to local and State governments for educational facilities in areas crowded with defense workers and military personnel. In 1950 (with the outbreak of the Korean war) the Landrum-Act program became the federally-impacted-areas program, which continues—providing federal tax money for education in areas where there are concentrations of federal personnel (military or civilian). Federal loans to universities and colleges for student housing began in 1950. This program was said to be necessary because of vast numbers of students attending college on grants of federal tax money under the so-called GI Bill of 1946. The GI-Bill program and the student-housing program have run out, but have been replaced by federally-subsidized programs under the National Defense Education Act of 1958—the first really comprehensive federal-aid-to-education law.[4]

The National Defense Education Act of 1958 was enacted during a period of national fear that Soviet schools were training more and better scientists and engineers than American schools were (because the Soviets were first — October, 1957 — to launch an orbiting satellite). The 1958 law was intended to improve the teaching of science, mathematics, and foreign languages, *at all school levels.*[4] The National Defense Education Act of 1958 has been amended and expanded several times.[5]

In September, 1963, Congress approved a Kennedy-sponsored program to provide vast sums of federal tax money for construction and improvement of medical-school facilities, and for loans to students of medicine, dentistry, and osteopathy.[6] In October, 1963, Congress approved a Kennedy-sponsored program providing federal tax money to construct local mental-health centers and research facilities, and to train teachers for the mentally retarded.[6] By the end of 1964, federal taxpayers were bearing most of the cost of medical education in the United States.[7]

In 1964, President Johnson expanded federal aid to education, under pretext of fighting poverty. The President's anti-poverty Job-Corps program is intended to train youth (16 to 21) in various fields, and to give them "practical experience" in their professions. The President's anti-poverty program will also give federal tax money for jobs and other benefits to older individuals attending school. The Office of Economic Opportunity conducts the anti-poverty educational programs, making agreements with local institutions. Invariably, the agreements involve adoption and enforcement of "federal standards."[8]

The size and complexity of federal programs in the educational field have stimulated new support for an old proposal—namely, that the Office of Education be removed from the Department of Health, Education, and Welfare and elevated to cabinet level as the Department of Education. On January 4, 1965, U. S. Representative John E. Fogarty (Rhode Island Democrat) introduced HR 1000 in the House; and on January 7, 1965, U. S. Senator Abraham A. Ribicoff (Connecticut Democrat) introduced S 100 in the Senate — to create a Department of Education.

It is impossible to determine exactly how much federal tax money is being spent on aid to education—impossible to tell how much President Johnson's new proposals will cost. If the Secretary of Health, Education, and Welfare is correct in saying that the President's proposals will double federal spending on education, annual federal spending in this field could rise next year to 12 billion dollars.

This sum of money, for educational activities alone, is about 12 times more than the total expenditures of *all* branches and agencies of the federal government (including Armed Forces) during the first sixty years of our national life.[9] During that sixty years (1789-1849), the federal government paid the debts of the War for Independence, and financed the War of 1812, the Mexican War, and innumerable Indian wars. *Total* expenditures of the federal government during the peak spending year of World War I

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(fiscal year ending June 30, 1920) were about half[9] what President Johnson proposes to spend next year on education.

U. S. Representative Fogarty says that public funds (federal, state, and local) spent this year on all tax-supported schools and colleges total about 25 billion dollars.[10] In 1902, all public funds spent on education at all levels totaled 258 million dollars. In 1902, population of the United States was about 79 million.[7] Our population now is about 190 million. Population has increased approximately 2.4 times, while public expenditures on education have increased about 100 times.

Pro and Con Arguments

A primary argument for federal aid is that more spending will provide better education. If the argument were valid, our educational system would be about 50 times more effective now than at the beginning of this century, because our per-capita expenditure of public funds on education is now about 50 times greater than 60 years ago.

Actually, the quality of education in the United States seems to *decrease* as public expenditures *increase*.

When most schools were privately financed, money for schools was hard to come by. Schools were restricted to dealing in the fundamentals of education. As tax-supported schools replaced private schools, control over school spending passed to local school officials. As long as schools were financed by local taxes, there was still considerable control in the hands of local taxpayers. When aid from State offices of education began to supplement or replace local taxes as a source of revenue for schools, control was further removed. As federal aid supplements or replaces state and local taxes, control over schools moves to bureaucrats in Washington.

When local school systems receive aid from a distant taxing authority, sensible frugality tends to vanish. Even local officials who do not believe in federal aid, request and get it. They argue that since local taxpayers must finance education elsewhere, they should demand for themselves maximum amounts of the federal funds which their taxes helped provide. This attitude—that there is no way to stop the federal gravy train; and that, since we must help pay for it, we ought to climb aboard—has become a powerful force behind programs which are destroying our free society.

As control over school spending passed from those who actually put up the money, and into the hands of politicians, bureaucrats, and educators who spend someone else's money, public funds began to buy more frills than education in the schools of America. "Life-Adjustment" courses and "learning-by-doing" experiments replaced traditional education — which had stressed basic knowledge, hard work, honor, duty, self-reliance with Divine guidance, American traditions.

What is the focus of education nowadays? The U. S. Office of Education (which pending legislation would elevate to the status of Department of Education) has already arrogated to itself the role of establishing national goals for education in the United States. In May, 1962, the Office of Education published *Education For Freedom and World Understanding*. On page 23, the "Long Range Objective" of American education is stated:

"Our fundamental goal is a progressive nation in a peaceful world . . . . Achieving this objective demands understanding of and commitment to the proposition that education is a primary instrument for social advancement and human welfare."

What happened to initiative, scholarship, discipline?

What has happened to public education since our schools have been committed, not to subjecting young minds to the stern disciplines of learning, but to achieving "social advancement and human welfare"?

Public education in America in the past 25 years has turned out millions of semi-literates who are ignorant of the history of their own country; who know so little about the traditions and principles of their own nation that they are easy prey to alien brainwashing, as was proved in Korea; who have had so little academic discipline in the skills of learning that it is almost impossible for them to educate themselves after they leave school; who

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do not understand their native language, much less any foreign language; many of whom do not even know the alphabet well enough to be good file clerks, or enough arithmetic to make correct change in a grocery store.

The reason for this is not that we have spent too little on education. We have the most expensive educational system in the world. The trouble is that control of schools has passed into the hands of educationists who spend too much tax money on too many wrong things.

Admiral Hyman G. Rickover's commentary on public education is as applicable today as when first made in 1958. Admiral Rickover (often called "father of the atomic submarine") said:

"The chronic shortage of good scientists, engineers and other professionals which plagues us is the result of time wasted in public schools which must be made up later on.

"[America is] reaping the consequences of the destruction of traditional education by the Dewey-Kilpatrick experimentalist philosophy.

"For all children, the educational process must be one of collecting factual knowledge to the limit of their absorptive capacity.

"Recreation, manual or clerical training, etiquette and similar know-how have little effect on the mind itself — and it is with the mind that the school must concern itself.

"Dewey's ideas have led to elimination of many academic subjects on the ground that they would not be useful in life, and to substitution of trivial, recreational and vocational subjects alleged to be of more practical value.

"The student thus receives neither intellectual training nor the factual knowledge which will help him to understand the world he lives in, or to make well-reasoned decisions in his private life or as a responsible citizen . . . .

"He is instead handed a bag of know-how tricks; he is helped to become a pleasant, nicely mannered young person, able to get along with whatever group he joins . . . .

"It is time we turn back to the home what is properly the function of the home and permit the public schools to concentrate on what is properly their function — the education of young minds."[11]

Also still applicable today are the comments of Dr. Arthur Bestor (Professor of History at the University of Illinois, former President of the Council For Basic Education). In 1958, great waves of propaganda were pounding the nation, creating support for a National Defense Education Act to pour billions of federal tax dollars into education, so that the United States could "catch up" with the Soviet Union. At that time, Dr. Bestor said the primary deficiency of American education was not lack of money. He said:

"Primarily . . . [the educational deficiency in America] is a lack of clear purpose . . . .

"It doesn't make sense to write a blank check payable to the order of the very educationists who have brought us to our present pass . . . . If there is simply a free-handed pumping of federal funds into local school systems, much of it will be siphoned off into the trivialities that educationists have been promoting in the past . . . .

"What I fear is that control over the new emergency programs will . . . be seized by the very same educationists who have produced our present difficulties. Then we will really be in trouble."[12]

The federal government can obtain money to subsidize education only by taking it away from taxpayers in the States; and there is a heavy carrying charge on tax money making a round trip to Washington. The amount of money which trickles back from Washington is far less than Washington takes in taxes. The people would be much better off to keep their money at home, for programs which taxpayers themselves approve.

Moreover, the federal government is in worse financial shape than any State government. In fact, our federal government is more heavily in debt than all other governments on earth combined.[13]

One argument *for* federal aid to education is that educational standards should be uniform throughout the nation. This should be a strong argument *against* federal aid. Healthy rivalry among individual school systems—each one striving to outdo the others—would elevate educational standards of all. With the federal government dispensing tax money and imposing uniformity, the chief rivalry among school districts is for federal funds. Quality of education is sacrificed for ostentatious buildings, elaborate equipment, and "accomplishments" measured by misleading statistics on enrollment and graduation.

The *fundamental* argument against federal aid to education, however, is that it is unconstitu-

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tional. The first sentence of the first Article of the Constitution and the last Article of the Bill of Rights (Tenth Amendment to the Constitution) make it very clear that the federal government has no powers or responsibilities except those specified in the Constitution. The Constitution neither makes nor implies any grant of power to the federal government to subsidize or otherwise meddle in educational activities.

The federal government *has been meddling* in education, to some extent, for more than a century; but commission and repetition of the crime of violating the Constitution does not legalize the violation.

President Johnson no doubt values the political advantages that may accrue to him and his political party through massive increase of federal spending on education; but others may have deeper motivation. Note some remarks in the July, 1953, issue of *Atlantic Monthly,* by Joseph S. Clark (then Mayor of Philadelphia, now U. S. Senator and longtime advocate of nationalizing our schools by use of federal tax money):

"A liberal is . . . one who believes in utilizing the full force of government for the advancement of social, political and economic justice at the municipal, state, national and international levels . . . . There is a vast potential reservoir of political leadership coming from the schools and universities . . . . psychologically prepared to enlist under the liberal banner . . . . It is significant that what used to be called 'history' is now called 'social studies.' . . . Spiritually and economically, youth is conditioned to respond to a liberal program of orderly policing of our society by government."

That is why men like Senator Clark want federal aid to education: get the schools controlled by the Washington bureaucracy, and they will become propaganda arms of the centralized government, used to brainwash future generations into accepting socialism—called, of course, "liberalism."

Internationalizing Education

Nationalizing education in the United States is a step toward international control.

In November, 1960, the 11th Session of the General Conference of UNESCO (United Nations Educational, Scientific, and Cultural Organization) convened at Paris to prepare an international treaty outlawing "Discrimination in Education."

When the UNESCO conference ended on December 13, 1960, it had written a "Draft Convention Against Discrimination in Education," to be submitted to all members of the United Nations for ratification as a treaty, binding the ratifying nations to reorganize and direct their educational institutions in compliance with the terms of the treaty.

The UNESCO treaty provides that standards and quality of education must be laid down by "competent authorities."[14] Since this is an international agreement, it follows that only an international authority—UNESCO—would be "competent" to decide whether the system of any particular nation is acceptable.

Sections 2 and 3 of Article 2 of the UNESCO treaty permit church and private schools *if* international authorities approve the "standards" in those schools.

Section 1(a) of Article 5 of the UNESCO treaty says education must promote tolerance and friendship among all nations and must "further the activities of the United Nations." What about teachers or students who dared criticize the Soviet Union, or the United Nations? They would be in violation of this UNESCO treaty.

Prayer, or any kind of religious observance, in a public school would violate the last clause of Section (b) of Article 5 of the UNESCO treaty. Articles 6 and 7 clearly stipulate that all national school systems will be under the general supervision of UNESCO. Article 8 prescribes the referral of disputes about education to the World Court.

Article 9 of the UNESCO treaty is a direct slap at the United States: The Connally Reservation to our acceptance of World Court jurisdiction reserves to ourselves the right to determine whether a matter should or should not be referred to the World Court. The UNESCO convention would outlaw our Connally Reservation, in connection

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with all matters involving "discrimination" in education.

The UNESCO Convention Against Discrimination in Education has not been ratified by the United States Senate, but can be submitted for ratification whenever administration forces think the time is right.

About the time the UNESCO treaty was completed, a Committee on Mission and Organization of the U. S. Office of Education started preparing a report on the federal government's role in education. The 55-page report, *A Federal Education Agency For The Future,* was published in April, 1961.

Studying this report, together with the UNESCO treaty, a few conservatives in Congress began to fit pieces together. They discovered a design with three major features:

(1) A massive federal-aid program will eliminate state, local, and private financing of schools and colleges, and thus transfer to the federal government total responsibility for education.

(2) This responsibility will be placed in a federal agency with such broad administrative powers that it will not be answerable to Congress or to the public. It will get public money from Congress on a blank-check basis so that it can erect and direct the kind of American educational system officialdom wants.

(3) The federal education agency will, however, be answerable to the United Nations, making regular reports to, and working under the general supervision of, UNESCO.

On July 11, 1961, five Republican members of the House Education and Labor Committee filed a report revealing, in essence, that federal aid to education can implement a scheme to destroy our educational systems and build, on their ruins, a socialized system to be run by a federal agency under the supervision of international socialists and communists in UNESCO.[15]

What To Do

The threat is real and great. International socialists are determined to control education in America, and prepare this nation for surrender to a one-world-socialist government.

The individual conservative *can* fight this scheme. He can put this information into the hands of other Americans not already alerted. He can demand that *every* public official take a clear-cut stand against *all forms* of federal aid to education.

Congress should reject efforts to create a Department of Education; it should reject *all* of President Johnson's new federal-aid-to-education proposals; it should repeal all existing laws concerning, and nullify all Supreme Court decisions dealing with, education—because all such laws and decisions are clear violations of the Constitution.

Before internationalists can take over our schools, they must first get the schools under control of a federal agency. Stopping federal aid would stop federal control.

FOOTNOTES

(1) Article by Bob Hollingsworth from Washington, *The Dallas Times Herald*, January 12, 1965, pp. 1A, 8A
(2) AP dispatch from Washington, *The Dallas Times Herald*, January 12, 1965, p. 6A
(3) UPI dispatch from Washington, *The Dallas Morning News*, January 12, 1965, Sec. 1, p. 3
(4) *Federal Aid to Education, Congressional Quarterly Special Report*, September, 1961, 39 pp.
(5) "What Congress Did," *Congressional Quarterly Weekly Report*, October 9, 1964, p. 2377
(6) *Congressional Quarterly Almanac for* 1963, pp. 70, 75
(7) "Other Voices . . . An MD's Words of Dissent," *The Dallas Times Herald*, January 10, 1965, p. 6C
(8) Speech by U. S. Representative John M. Ashbrook (Rep., Ohio), *Congresional Record*, July 2, 1964, pp. 15416-24 (daily)
(9) *Historical Statistics of the United States, Colonial Times to* 1957, U. S. Bureau of the Census, 1960, pp. 7, 711, 723
(10) *Congressional Record*, January 4, 1965, p. 44 (daily)
(11) *The Tablet*, Brooklyn, New York, March 29, 1958, pp. 1, 33
(12) "What Went Wrong With U. S. Schools," *U. S. News & World Report*, January 24, 1958, pp. 68-77
(13) Letter, U. S. Representative Otto E. Passman (Dem., La.), dated July 15, 1964, giving resume of statistical data on gold and debts of U. S. and world
(14) The UNESCO Convention Against Discrimination in Education has 18 Articles. Here is the full text of the first 9 Articles (which contain the essential provisions, the last 9 Articles dealing generally with procedures for ratification, and so on):

ARTICLE 1

1. For the purposes of this Convention, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education in particular:
   (a) of depriving any person or group of persons of access to edution of any type or at any level;
   (b) of limiting any person or group of persons to education of an inferior standard;
   (c) subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
   (d) of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.
2. For the purposes of this Convention, the term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

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ARTICLE 2

1. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes shall not be deemed to constitute discrimination *if* these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take similar courses of study.

2. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians shall not be deemed to constitute discrimination if participation in such systems or attendance at such institutions is optional and if the education provided conforms to the standards for education of the same level laid down or approved by the competent authorities.

3. The establishment or maintenance of private educational institutions shall not be deemed to constitute discrimination if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if they are conducted in accordance with that object, and if the education provided conforms to the standards laid down or approved by the competent authorities.

ARTICLE 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) to abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) to ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) not to allow any differences of treatment by the public authorities except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;

(d) not to allow, in any form of assistance granted by the public authorities to educational institutions, any restriction or preference based solely on the ground that pupils belong to a particular group;

(e) to give foreign nationals resident within their territory the same access to education as that given to their own nationals.

ARTICLE 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) to make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) to encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course;

(d) to provide training for the teaching profession without discrimination.

ARTICLE 5

1. The States Parties to this Convention agree that:

(a) education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) the liberty of parents and, where applicable, of legal guardians, to choose for their children institutions other than those maintained by the public authorities but conforming to the minimum educational standards laid down or approved by the competent authorities should be respected, as well as their freedom to ensure the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

(c) it is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the national policy, of each State, the use or the teaching of their own language, provided however:

(i) that this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty; and

(ii) that the standard of education is not lower than the general standard laid down or approved by the competent authorities.

2. The State Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this article.

ARTICLE 6

In the application of this Convention, the States Parties to it undertake to pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and of treatment in education.

ARTICLE 7

The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy.

ARTICLE 8

Any dispute which may arise between any two or more States Parties to this Convention concerning the interpretation or application of this Convention, which is not settled by negotiation, shall at the request of any one of the parties to the dispute be referred to the International Court of Justice for decision, unless they agree to another mode of settlement.

ARTICLE 9

Reservations to this Convention shall not be permitted.

(15) Minority Report to HR 7904, July 11, 1961, by U. S. Representatives John M. Ashbrook (Ohio), William H. Ayres (Ohio), Donald C. Bruce (Ind.), Edgar W. Heistand (Calif.), and Dave Martin (Neb.), all Republicans

WHO IS DAN SMOOT?

Born in Missouri, reared in Texas, Dan Smoot went to SMU getting BA and MA degrees, 1938 and 1940. In 1941, he joined the faculty at Harvard as a Teaching Fellow, doing graduate work for a doctorate in American civilization. From 1942 to 1951, he was an FBI agent: three and a half years on communist investigations; two years on FBI headquarters staff; almost four years on general FBI cases in various places. He resigned from the FBI and, from 1951 to 1955, was commentator on national radio and television programs, giving *both* sides of controversial issues. In July, 1955, he started his present profit-supported, free-enterprise business: publishing *The Dan Smoot Report,* a weekly magazine available by subscription; and producing a weekly news-analysis radio and television broadcast, available for sponsorship by reputable business firms, as an advertising vehicle. The *Report* and broadcast give *one* side of important issues: the side that presents documented truth using the American Constitution as a yardstick. If you think Smoot's materials are effective against socialism and communism, you can help immensely—help get subcribers for the *Report,* commercial sponsors for the broadcast.

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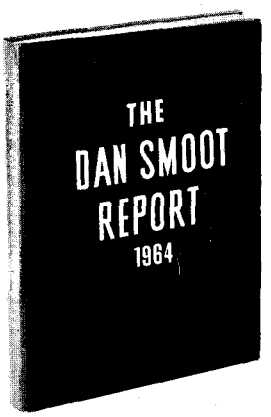

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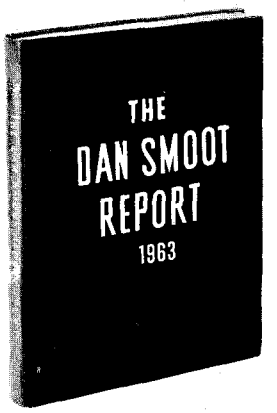

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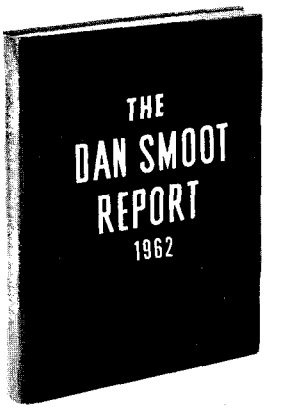

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